

# English Language Proficiency (ELP) Standards

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ESU 6 CONSORTIUM

JANUARY 16, 2015

# ELP Standards and ELPA21 Timetable

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May 2014—Introduced standards to district teachers/administrators

Fall 2014—Professional development opportunities

- Teachers familiarize themselves with standards
- Teachers begin to use the standards in practice

February-April 2015—ELPA21 Field Test window

- ELDA most likely will still be administered until 2016

February-March 2016—First operational form of ELPA21 to be administered

# Nebraska English Language Proficiency Standards Development

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## Key Partners:

- ELPA21 States: Oregon, Washington, Iowa, Kansas, Arkansas, Louisiana, South Carolina, West Virginia, Ohio, and Florida
- WestEd: Dr. Lynn Shafer Willner, Project Director
- Council of Chief State School Officers (CCSSO)
- Understanding Language Initiative, Stanford University
  - Dr. Kenji Hakuta and Martha Castellon, Professors
- National Center for Research on Evaluation, Standards, and Student Testing (CRESST) at UCLA

# ELP Standards Through the Decades

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70's-80's

Morphology,  
Grammar, Vocabulary

90's-00's

4 Language Domains

Present

Academic  
Language



# Key Shifts

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*From...*

Simplified texts and activities, often separate from content knowledge

*To...*

Complex texts and intellectually challenging activities with language integral to content learning

# Key Shifts continued...

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*From...*

Language development focused on accuracy and grammatical correctness

*To...*

Language development focused on interaction, comprehension, and communication, with the provision of strategic scaffolding

# Key Shifts continued...

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*From...*

ELP standards as “junior” to, or as a precursor to ELA/literacy standards

*To...*

ELP standards working in coordination with diverse College and Career Ready (CCR) standards and seen as a way to support ELL participation in a range of grade-appropriate content-area activities.

# What's Behind the Shift?

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- Renewed interest in using ELP standards and assessment to measure the academic language proficiency needed for the content areas (Bailey, 2013)
- Focus on ELP performance on communicative functions of language in practice, not just language forms:

*What does it look like when ELLs use language effectively as they progress toward independent participation in grade-appropriate activities? (van Lier & Walqui, 2012)*



# Language Access Demands of the New College and Career Ready (CCR) Standards

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ELLs like their peers will be expected to:

- Engage with complex texts to build knowledge across the curriculum
- Use evidence to inform, argue, and analyze
- Work collaboratively, understanding multiple perspectives, and presenting ideas
- Use and develop linguistic resources to do all of the above (BuKibler, & Pimental, 2013)

# Developing the ELP Standards

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- Three major influences in the development
  - California ELP standards formed the launching point
  - Consortium states' input
  - CCSSO ELP Framework (Understand Language at Stanford and others)
    - Strategic correspondence to mathematics, science and ELA Practices of the CCR Standards

# Cheuk Standards for Practice: Summary of Language Demands in Seven Key Areas

## Relationships and Convergences

Found in:

1. CCSS for Mathematics (practices)
- 2a. CCSS for ELA & Literacy (student capacity)
- 2b. ELPD Framework (ELA "practices")
3. NGSS (science and engineering practices)

### Notes:

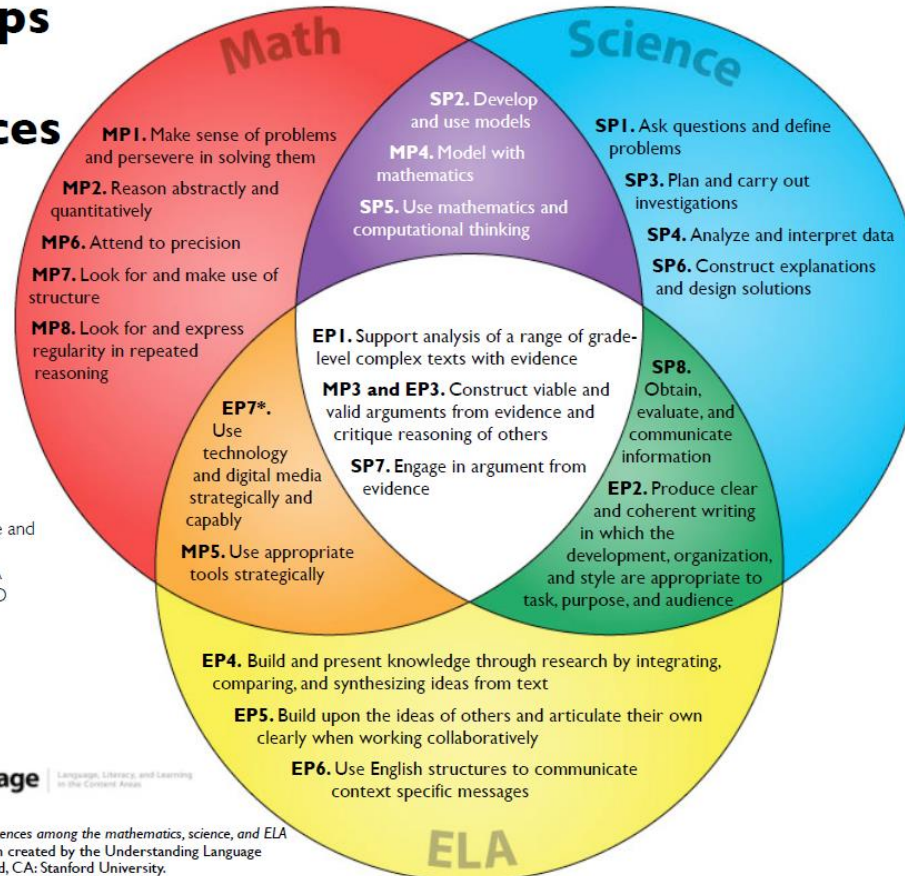
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**Stanford**  
GRADUATE SCHOOL OF  
EDUCATION

**Understanding Language** | Language, Literacy, and Learning  
in the Content Areas

Suggested citation:

Cheuk, T. (2013). *Relationships and convergences among the mathematics, science, and ELA practices*. Refined version of diagram created by the Understanding Language Initiative for ELP Standards. Stanford, CA: Stanford University.



# Guiding Principles

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## **Potential**

- ELLs have same potential as native speakers to engage in cognitively complex tasks

## **Funds of Knowledge**

- ELLs' primary language and other socio-cultural background knowledge are helpful in their development of competencies

## **Diversity in Acquiring English Proficiency**

- ELP level doesn't identify a student, but rather identifies what a student can do at a particular stage of English language development
- May be range of abilities within each ELP level
- Actual language acquisition does not necessarily occur in a linear fashion within or across proficiency levels

# Guiding Principles (continued)

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## **Scaffolding**

- ELLs at all levels should be provided strategic scaffolding in order to reach the next level
- Type and intensity of scaffolding depends on student's ability to undertake the task

## **Students with Limited or Interrupted Formal Education (Referred to as SIFE students)**

- Provided targeted supports to develop foundational literacy skills in an accelerated time frame

## **Special Needs**

- ELLs with disabilities can benefit from ELL services
- ELL teachers and Special Education can work together to provide services to meet individual needs

# Guiding Principles (continued)

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## **Access Supports and Accommodations**

- ELLs and ELLs with disabilities should be provided access supports and accommodations for instruction and assessments

## **Multimedia, Technology, and New Literacies**

- Visual and digital literacies and tools should be integrated into design of curriculum, instruction, and assessment for ELLs. (Note—ELPA21 will be an online assessment.)

# Organization of the standards

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There are six sets of standards

- Kindergarten
- Grade 1
- Grades 2-3
- Grades 4-5
- Grades 6-8
- Grades 9-12

# Standards are Consistent Across Grade Clusters

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1	Construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.
2	Participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.
3	Speak and write about grade-appropriate complex literary and informational texts and topics.
4	Construct grade-appropriate oral and written claims and support them with reasoning and evidence.
5	Conduct research and evaluate and communicate findings to answer questions or solve problems.
6	Analyze and critique the arguments of others orally and in writing.
7	Adapt language choice to purpose, task, and audience when speaking and writing.
8	Determining the meaning of words and phrases in oral presentations and literary and informational text.
9	Create clear and coherent grade-appropriate speech and text.
10	Make accurate use of standard English to communicate in grade-appropriate speech and writing.



# 10 ELP Standards are a Strategic Set of:

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## Language functions

- What students do with language to accomplish content-specific tasks

## Language forms

- Vocabulary, grammar, and discourse specific to a particular content area or discipline that are needed by ELLs as they develop competence in the practices

# Standards 1-7

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Involve the language necessary for ELLs to engage in the central content-specific practices associated with ELA, literacy, mathematics, and science

- Begin with a focus on extraction of meaning
- Progress to engagement with the practices

# Standards 8-10

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Focus on micro-linguistic features that are important to learning the English language

- Vocabulary; understanding words and phrases
- Sentence structure; simple complex; organization
- Grammar; usage; syntax

# Arrangement of Modalities

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## **Receptive Modalities Combined**

- Listening and Reading
- Standards 1 and 8

## **Productive Modalities Combined**

- Speaking and Writing
- Standards 3, 4, and 7

## **Interactive Modalities**

- Emphasis on interaction and participation
- Standards 2, 5, and 6

# Proficiency Level Descriptors (PLDs)

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Five proficiency levels for each of the 10 standards

Describe ELL proficiency targets for the end of each ELP level

Linear progressions are for purposes of understanding; actual second language learning does not always occur in a linear fashion within or across proficiency levels

# ELP Standard Dot Notation

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Example:

ELP.4-5.3.2



English	Grades	Standard	Level
Language	4 and 5	3	2
Proficiency			

# Example (ELP4-5.3.2)

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
4-5.3	An ELL can . . . Speak and write about appropriate complex literary and informational texts and topics.		<ul style="list-style-type: none"> <li>• Deliver short oral presentations</li> <li>• Compose written texts</li> </ul> <p>about familiar texts, topics, and experiences</p>			

# Three Types of Performance Level Descriptors (Appendix A)

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1. PLDs to describe performance in relation to each standard
2. PLD High Level Summaries provide overview in relation to:
  - The degree of control of English ELLs show s they participate in classroom-based activities involving the strategies-language functions
  - What the forms of ELLs language-related performance typically look like
3. Detailed PLDs for forms embedded in the ELP standards:
  - Discourse level: level of control over organization, cohesion, and overall stamina
  - Sentence level: sophistication of sentence structure
  - Vocabulary level: sophistication of vocabulary, including expansion of word groups and grammatical forms.



# Correspondence with English Language Arts/Literacy, Mathematics, and Science Practices (Appendix B)

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- Nebraska has not adopted the Common Core State Standards
- This section is to provide an overview or resource for Nebraska educators
- Refer to the Nebraska College and Career Standards for specific guidance when developing curriculum

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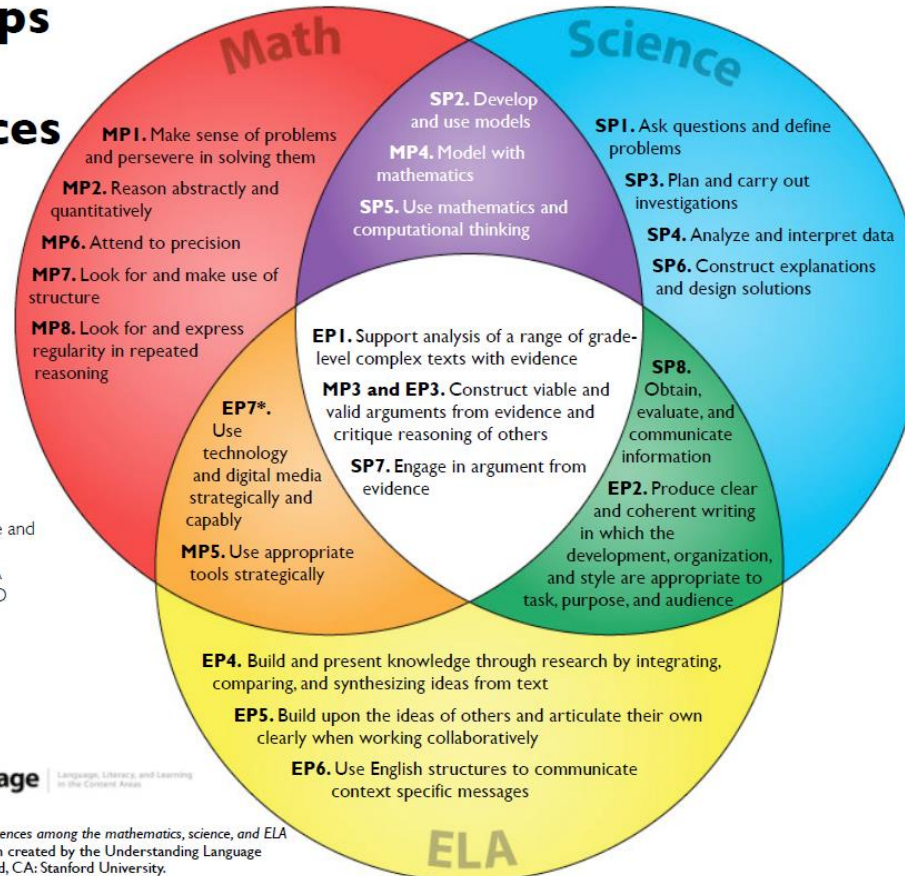
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# Students with Limited or Interrupted Formal Education (Appendix C)

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- Limited English proficiency
- Function at least two years below grade level
- Possible indicators
  - Inadequate school records, no school records or records with gaps
  - Reports by student and/or parent/guardian
  - Poor attendance records from prior schools
  - Low literacy level in the native language
  - Weak grasp of grade-level content material
  - Lack of awareness of the basic expectations of school
- <http://www.corestandards.org/ELA-Literacy/> (See Reading Foundational Skills)

# For more information:

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